

# INFORMATION REPORT INFORMATION REPORT

## CENTRAL INTELLIGENCE AGENCY

This material contains information affecting the National Defense of the United States within the meaning of the Espionage Laws, Title 18, U.S.C. Secs. 793 and 794, the transmission or revelation of which in any manner to an unauthorized person is prohibited by law.

C-O-N-F-I-D-E-N-T-I-A-L  
NOFORN

25X1

COUNTRY China

REPORT

SUBJECT Speech on the Chinese Communist  
Educational System Delivered by  
the Vice Minister of Education

DATE DISTR. 5 May 1959

NO. PAGES 1

REFERENCES RD

DATE OF  
INFO.

25X1

PLACE &  
DATE ACQ.

25X1

SOURCE EVALUATIONS ARE DEFINITIVE. APPRAISAL OF CONTENT IS TENTATIVE.

address delivered on the 22nd of October 1958  
by the Chinese Communist Vice Minister of Education

entitled The System of Education in China

25X1

C-O-N-F-I-D-E-N-T-I-A-L  
NOFORN

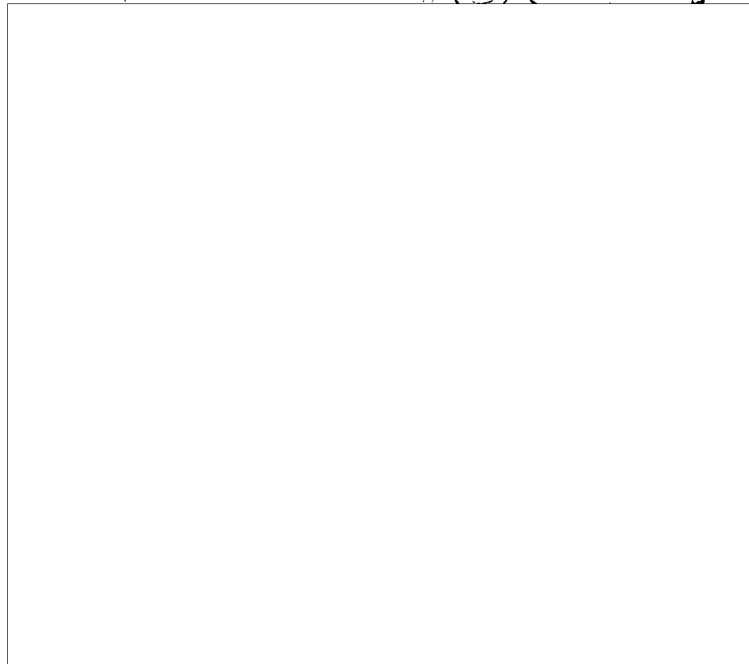
STATE	X	ARMY	X	NAVY	X	AIR	X	FBI		AEC						
-------	---	------	---	------	---	-----	---	-----	--	-----	--	--	--	--	--	--

(Note: Washington distribution indicated by "X"; Field distribution by "#".)

25X1

# INFORMATION REPORT INFORMATION REPORT

25X1



Education is playing - and continues to play - an important and vital role in the cultural revolution of China. Education is very vital for the people of China to advance steadily forward towards the goal of Communism. The cultural revolution is on. The cultural revolution aided the socialist revolution and enabled the country to gradually transform itself into a socialist State, on the basis of the principles of Marxism-Leninism.

The success of the cultural revolution was an impetus to the great upsurge of production in industry and agriculture this year.

The plan for the cultural and technical revolution in the country was put forward and adopted at the Second Session of the Eighth National People's Congress.

There are two main aspects to the phase of cultural revolution, viz. :

- (a) to make workers and peasants intellectuals and intellectuals to become workers and peasants; and
- (b) to eliminate the difference between mental and manual work.

(a) is one of the cardinal tenets of Socialism, and Marx himself has said that those intellectuals who refused to do manual labour are not real Socialists but pseudo-Socialists and should be rectified. (b) is easily achieved by combining study with productive labour.

There were yet some intellectuals who, because of their self-conceit and ignorance, looked down upon workers and peasants as inferior beings. This attitude is wrong and should be rectified. The Socialist Revolution will not be complete unless and until these wrong impressions are corrected, and these intellectuals (fortunately they are few in numbers) are made to realize the dignity of manual labour. The task before the country is enormous, but much work has been done in the direction of correcting these self-conceited intellectuals of their wrong notions of the dignity of manual labour and thus realizing the ultimate goal of a truly Socialist State.

Chairman Mao Tse-tung talking on the subject of intellectuals in 1939 said that if intellectuals do not combine learning with manual labour, they will never be able to achieve anything. They will be real revolutionaries only if they merge with the workers and peasants and work as a whole.

Therefore, it is a very important task to make workers and peasants intellectuals, and for intellectuals to become workers and peasants. Those intellectuals who refuse to do manual work must be compelled to go through a course of socialist education and ideological remoulding and make them true Communists by engaging themselves in manual labour. This task concerns the whole nation and not a segment of the population. The cultural and technical revolution must take into account all the people of the country. The raising of levels of production as well as scientific and technical standards should be the major concern of all the people, not merely the workers and peasants.

State Council and the Central Committee of the Chinese Communist Party, it is estimated that it will take about 15 years to make higher education universal throughout the country and make it available for all. By making higher education available to all the people, it would be possible to gradually eliminate the difference between manual and mental labour.

At the same time concrete steps must be taken to change the old style of confining scientific research to intellectuals and scientists, and induce the Agricultural Co-operatives and People's Communes to undertake scientific research on a gigantic scale so as to make the New China a great and prosperous country.

At present from the top leaders of the Communist Party down to the workers and peasants, all are exerting their utmost to complete the great and historic task of the cultural revolution and thus realise the great goal of Communism. The march is on towards the realisation of universal higher education and its effects could be gauged by the great upsurge in production in agriculture and industry.

Since Liberation, in accordance with Socialist principles, a series of educational reforms have been carried out in the country with very good results. China was grateful to the Soviet Union and the other friendly socialist countries for the help and assistance given her to make the cultural revolution (especially in the field of higher education) a great success.

Chairman Mao Tse-tung in his work on - "The Correct Handling of Contradictions Among the People" - has made it clear that one of the great socialist educational principles is that study should be combined with physical labour so that it will ultimately turn out Socialist-minded and educated people.

Chairman Mao Tse-tung and the other leaders of the Central Committee of the Chinese Communist Party have always stressed that education must be combined with productive labour, and urged school children and University students to take part

in productive labour (in addition to their studies) and make them

held in Peking in April 1958 also stressed the importance of combining manual labour with education.

The Central Committee of the Chinese Communist Party and the State Council issued a directive on 19th September, 1958, on educational work and requested students and educationists to include productive labour in their curricula of studies. The three main points of this important directive are as follows:-

- (1) education must be combined with productive labour;
- (2) stress the importance of the leadership of the Party; and
- (3) stress the importance of the "mass line".

At the recent Supreme State Conference, Chairman Mao again urged that education must be combined with productive labour, and added that education was a very important weapon in the hands of the masses and should be so used as to transform the country into a socialist entity and also wipe out the remnants of the capitalist and bourgeois class who oppose Communism and try to make out a difference between physical and mental labour. Once the transformation is complete, these differences will gradually disappear and there will be a classless society.

The system of combining education with productive labour was not a new innovation, but something which existed from the times of Confucius - the illustrious Chinese educator and philosopher. But it was not often practised and was something alien to traditional thought. Hence, the need to introduce a series of reforms in the field of education and gradually make the people receptive to this new principle and step by step make a great success of the cultural revolution.

In order to implement this principle of education combined with productive labour, the State Council directed that schools should run factories and farms, and factories and farms should also open up schools. In this way students could divide their working hours into part-time study and part-time physical labour. Production

specialized education. The factories and farms schools should also strive to turn out new products.

At present there are three type of schools, viz.:-

- (1) schools where the students are all the time engaged in study;
- (2) part-time study and part-time productive labour schools, e.g. 1:3:8 or the 1:4:7 system; and
- (3) system of schools where the students spend the major part of their school life in factories and farms. In other words, Night Schools which also include Universities.

(1) calls for no comment. (2) students attending schools of this type generally have a month's vacation, 3 to 4 months study and about 7 months physical labour. The same applies to the 1:3:8 system.

The third category comprises schools where the students either engage in night studies or special courses of studies (the major part of their time being spent in factories and farms). Hence, the variation in the form of combining education with productive labour.

Students studying in certain Departments of some Universities have moved out to factories and farms, e.g. the Mining Department of the Peking Steel and Iron Institute, Ching Nam Engineering University, Harbin Engineering University, etc. - part-time study and part-time productive labour.

In some factories the students work for 6 hours and study for 3 hours. While in other factories, half the time they work and the other half is spent in studies - fifty-fifty basis.

Then there are also various types of spare-time schools. Higher educational institutions set up night schools and correspondence schools to enable those students working in farms and factories to study after the day's work was over.

There were also "Red and Expert" schools set up by People's Communes and/or Government Departments. Agricultural Universities closely combined their curricula of studies with

Chairman Mao and the other leaders have expressed their hope that the system of combining education with productive labour will, in course of time, be adopted universally.

Factories and farms have set up primary schools, Junior Middle Schools, Senior Middle Schools and Colleges to enable students to pursue their studies along with physical labour.

The following are some statistics of factories and farms that have set up schools:

In 12 Provinces up to the end of August 1958, factories and farms have set up over 100,000 higher educational institutions.

Over 30,000 small smelting furnaces have been built by factories and farms; 5,000 steel smelting furnaces; 6,000 mechanical workshops and 10,000 chemical fertiliser plants.

10,000 farms have cultivated 2 million mou of land (1 mou = 0.1647 acre).

Students learning in schools run by factories and farms have greater initiative and resourcefulness for original work than students who only concern themselves with academic studies. The educational standard of the country has also gone up as a result of combining education with productive labour.

The majority of the schools run by factories and farms manage their own financial commitments and do not receive any monetary assistance from the State. In fact some of these schools have turned over surplus funds to the State.

During this year Agricultural Co-operatives have set up 490,000 Primary Schools, 22,000 Junior Middle Schools, 22,000 Agricultural Middle Schools, 75,000 Specialist Schools or spare-time Universities. Each Commune or Agricultural Co-operative has one spare-time University in Henan Province.

Factories and Mines have set up 94,000 full-time or part-time work and study schools this year. Over 30,000 big and medium enterprises have also been completed by these schools during the course of this year.

The Taiyuan Iron and Steel Factory in Shanxi Province has set up primary, Junior middle, senior middle and technical schools within its premises.

The Chang Chun Chemical Factory in Kirin Province

workers to enable them to do research as well as learn advanced techniques after working hours.

In Kirin Province 125 Primary Schools, 95 Junior Middle Schools, 121 Medium Technical Schools, 44 Senior Middle Schools and 32 Colleges have been set up during the course of this year.

At first many students and parents were of the view that education will be adversely affected if education were to be combined with productive labour. But now they have realized the efficacy and benefits of such a combination since they were able to obtain more faster and more economical results. The combination has also resulted in increasing the efficiency and intelligence of the masses, and at the same time bringing into being a more energetic, vigorous and strong-minded people. The relations between students and workers and peasants, and the relations between teachers and students, and the relations between the leadership of the Party and students have tended to become closer and closer, ever since the principle of combining education with productive labour came to be adopted and they were all living a common life sharing in common the fruits of their labour. The basic course of education was not neglected nor did it fall behind as a result of either the 1:3:6 or 1:4:7 system. This was especially true of technical schools where theory combined with practice produced more beneficial results, and also enabled the students to remember always the theoretical knowledge they gathered from books. In the past students often asked for large quantities of raw material and often wasted them. The position now is different. As a result of combining education with productive labour, e.g. students were able to turn out lathes and precision instruments of high quality and workmanship. It was not merely learning from books, but putting into practical use what they learnt from books. For example, students of the Department of Water Conservancy of Ching Sun University collected materials and carried out geological surveys and completed nine Water Conservancy Projects this year.

The students have not only acquired sound theoretical knowledge, but practical experience as well. They have also been trained to work independently, to rely on the masses and follow the mass line.



country was a significant step forward in the process of changing the country from a feudal to a socialist one, and imbue the masses with the stirring ideals of Communism. It also enabled the newly passed out graduates to carry out social investigations all over the country and find out the problems confronting the masses and help solve them. The achievements in the field of scientific research this year have surpassed those for the past eight years.

In Peking University up to September 1954, 3,406 research items have been completed being the equivalent for the past 10 years. Also in Peking University, 981 new innovations or inventions by the students were recorded up to September 1954 surpassing even international standards.

During the years 1956 and 1957, Ching Hua University students completed 336 scientific research items, and for this year up to September, they have already completed 844 items of scientific research, and have also turned out 386 new products.

These results have been achieved as a result of the correct direction and encouragement given by Chairman Mao Tse-tung and the leaders of the Chinese Communist Party.

As a result of the introduction of productive labour into the curricula of studies of students, the future generation of Chinese would be more energetic, more cheerful and prosperous than was the case before Liberation. The distinction between the intellectuals and workers and peasants would also disappear with each passing year.

Out of 400 higher educational institutions, only about half receive any financial assistance from the State. The balance are self-supporting, and even hand over surplus funds to the State.

We are still in the experimental stage, i.e. putting into practice the principle of combining education with productive labour, and mistakes are bound to occur and we will learn by making mistakes.

Sanitized Copy Approved for Release 2010/06/28 : CIA-RDP80T00246A048400210001-1

25X1

**Page Denied**

Sanitized Copy Approved for Release 2010/06/28 : CIA-RDP80T00246A048400210001-1